

MANSFIELD PUBLIC SCHOOLS
June Progress Report Benchmarks
Kindergarten

Reading to Understand

During this marking period, kindergarten students have continued to learn basic reading skills and strategies. Phonological awareness skills such as discriminating and naming the five short vowel sounds, identifying final consonant sounds, and substituting initial phoneme sounds in words have been a focus this term. Students can associate the long and short sounds with the common spellings for the five major vowels, identify letters to match the short vowel sounds, and can blend and/or segment c-v-c words. They have been taught to clap out the number of syllables in one, two, and three syllable words and to delete syllables from words. Students can identify upper and lower case letters and know all basic concepts of print. They can read twenty-five Bedrock Words, both in and out of context, with automaticity. Using appropriate expression and pacing they can repeat simple rhymes, poems, and songs. Vocabulary development is on-going. Students can identify common words in basic categories; use content words and other new words appropriately in responses and discussions; distinguish between similarly spelled words by identifying the sounds of the letters that are different; can describe objects, events, and feelings with some details or examples. They can participate in class discussion using relevant on topic vocabulary. Students now demonstrate emergent reading skills. They have learned to use before, during, and after reading comprehension strategies. Students can make predictions, activate prior knowledge about a topic, use pictures, make some text connections, and evaluate and question text ideas. They can identify character(s), setting, and important events in a story. With prompting and support, students can identify the main topic and retell key details of an informational text. Students are able to actively participate in group reading activities with understanding and meaningful purpose.

Writing to Communicate

Students have become more independent writers and can use a combination of drawing, dictating, and writing to: compose opinion pieces where they can state an opinion or preference about a topic or book; compose informative/explanatory pieces that name and give information about a topic; narrate an event or several loosely linked events in order to tell what happened in a story. They are expected to use sentence patterns that contain known words and repetitive phrases learned through conversations, reading, and being read to. The students are expected to effectively contribute ideas during shared writing and/or interactive writing time and to use complete sentences when telling a story. Vocabulary that is on topic is used when speaking and when participating in writing activities. Students can make revisions by adding details when prompted by adding details to pictures or letters to words. With prompting they can also use capital/upper case letters and punctuation correctly. Students can spell some c-v-c words, some sight words, and can use invented spelling to approximate new words. Penmanship skills are developing; students are expected to hold writing utensils effectively so writing is legible. Students are developing an awareness of proper spacing between words.

Mathematics

Students have been counting forward and backward to 100 (starting with any number in the range), solving addition and subtraction problems, computing with pennies and nickels, and begin measuring with non-standards units. The number line and measurement activities provide many opportunities for students to consider the relationship between numbers and quantities, including making comparisons about which are greater and which are less. Students learn about the differences between two-dimensional and three-dimensional shapes by describing their attributes, similarities, and differences. They focus on two-dimensional shapes through examining, identifying, comparing, and sorting them. Students should master facts to 5 and continue working on facts to 10. Beginning place value concepts are fostered as students understand the teen numbers as ten and some more. Students now see 10 discrete objects as one unit of ten, a difficult concept but one necessary for understanding of our base ten system.